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School Library Association of California

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1944-45

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A little book of rare charm is the *Anthology with Comments*, made by Elizabeth Janet Gray. (Published by Pendle Hill, Wallingford, Pennsylvania, 25 cents a copy.) The fifteen selections are not those usually found in anthologies and each is accompanied by a brief discriminating essay, growing out of Miss Gray's delight in the verses and her refreshing experience of their connection with everyday life. She writes amusingly of the "debonaire patience" described by Chaucer, and appreciatively of the doves and falcon of St. Francis, the small animals of William Blake and James Stephens and the lovely dappled things mentioned in Gerard Manley Hopkins' lines called *Pied Beauty*. Most charming of all perhaps is her comment on W. H. Davies' verses written after he saw a rainbow and heard a cuckoo call at the same moment. This moment of minor ecstasy reminds her of other fragments of beauty

and truth. "Now when the walls of the world we have known seem to be tottering above our heads, when bleak winds from a hidden future go howling past our naked ears, when the familiar treasures that have kept our safe lives snug seem to be dimming and receding, still a collection of minor ecstasies can be a source of joy, secret, inviolable, inexhaustible. The time in which we live calls on us for great emotions, sorrow for all suffering people as well as whatever tragedy and frustration we as individuals may have to meet; it calls on us for vision and dedication, for sacrifice, for courage; it calls on us not to despise the day of small things. Great moments we shall have, with their blinding light of revelation, but they will be comparatively rare. There will be many more stretches of dimness and dusk when we plod along in faith and determination. Minor ecstasies will light these gray stretches like faint but unmistakable stars, if we but look for them."

# Afternoons In A Library . . .

ARMINE MACKENZIE

Los Angeles Public Library

**M**Y MOST VIVID RECOLLECTION OF high school is the final hour of the school day, the hour in the library, which came to be the central event in our lives. I suppose what we appreciated most in the Librarian was the fact that she listened to us. To this day, I recall her calm tolerant interest, her readiness to hear us out no matter how fantastic our ideas were. Strangely enough, even in a school that was beginning to become conscious of itself as being "child centered", this quality was comparatively rare. The Librarian, our favorite English teacher, one or two others: the rest were either too concerned in correcting us or merely indifferent. And you can't blame them. As I look back now, I shudder to think of the cocksure, opinionated little brats that we were. The poor Librarian, during those hours, must have heard every half-baked theory of the last hundred years paraded before her as world-shaking discoveries; but even when she argued with us, she never "put us in our place", that technique of so many teachers which is like a door slammed in the face.

Under the stimulus of the afternoon discussions in the library, we were all reading prodigiously, with a gusto that I at least have never since attained. It was a time in our lives when we first became aware that reading was an adventure. Before that, one always took it for granted; you had books at home; you took them from the public library; you had your favorite authors and favorite characters. Then suddenly, as it were overnight, something happened. It was more than the mere transition from juvenile to adult books. It was the swift, overwhelming discovery of an entirely new world in books—poetry, plays, wisdom undreamed of, works that seemed of a different intensity of experience

from all you had been reading before. Such moments come occasionally in a lifetime, usually from the first experience of a great author. But there is the first time, in youth, when not one author but many are suddenly revealed, and you blame a stupid adult conspiracy of silence for having kept them hidden so long.

In varying degrees, members of the "group" were undergoing this experience, and looking back on it now, I can see how the guidance of the Librarian, as well as our favorite English teacher, had brought it to fruition. I don't recall the Librarian ever telling me to read anything. Yet in some miraculous manner, after each conversation with her, I rushed off determined to discover new authors which a casual remark of hers had brought to notice. She was also, to our delight, totally unconcerned when, as frequently happened, our reading took an unorthodox or even an unapproved turn. It was inevitable that some of us should stray, not only from the well established book lists tailored to our years and unworldliness, but even to the actually banned. When I boasted of reading *Ulysses* (I had actually read a few pages, not one word of which I understood) the Librarian very calmly asked me what I thought of its technique, since that was its sole importance, and my little moment of bravado was over. Inevitably, also, we were continually going through short-lived phases, greatly to the concern of teacher, parent, and clergyman, but our friends, the Librarian and the English teacher somehow helped us remain within bounds and even retain some benefit from our most fantastic intellectual growing-pains. For example, one boy somehow became immersed in the French symbolists and related trends—I suppose through George Moore and the 'nineties which, on a high school campus in the mid-Twenties, remained a highly potent

influence. Anyway, this boy went on to Huysmans and talked grandiloquently of a life devoted to experiments with sensation—the mingling of sounds and perfumes, the relation of vowels to colors, and all the rest, which would have sent his gym coach into an apoplectic fit had that worthy caught wind of what was going on. But the Librarian must have realized that at the time the boy was going through this silly phase, he was also developing a feeling for language which later helped him achieve a brilliant academic career.

I have often wondered if the Librarian encountered many other "groups" like ours. The high school youngsters of today, viewed superficially, seem well adjusted and firmly rooted in reality. Their reading is scientifically worked out. But what happens if, here and there, an aberrant individual strays from the accepted path? Most of us, for example, feel that the theory of art for art's sake is as dead as the silly "diabolism" of Swinburne. But there is no gainsaying that those who went through some such phase in their immaturity received a richness of literary experience that the rest of us lack. It would seem that certain times of immaturity in an individual are helped by literature that is itself immature. But these are problems for teachers and high school librarians, and as I say, in this scientific, well-adjusted age they probably do not even arise. Anyway, our Librarian handled similar problems with admirable tact.

Our "group" wasn't a group at all, in the usual high school extracurricular sense. No one organized it; it grew together through mutual enthusiasm and was constantly changing. In a sense, however, it grew out of a rather ill-fated attempt at forming a literary society by another of our English teachers, a worthy soul, long since retired, who called it Ye Canterbury Pilgrimages, or some such very literary name and (despite the name) was extremely uncomfortable if the student verse showed any influence outside the most safely nineteenth century sources. Well, "Ye" as the organization quickly came to be

known to an irreverent minority of its members, floundered and ultimately split on the rocks of literary incompatibility; but it served its purpose in introducing to each other a small band of enthusiasts and, above all, it brought us the English poet.

To bolster up "Ye's" faltering destinies, its organizer secured as a speaker a very minor English poet who was visiting the country. The poet is now forgotten; his mild pipings could not survive the pervasive gloom of *The Waste Land* or the subsequent thunderings of Auden and Spender. Indeed his actual writing is of such a blamelessly bucolic vein, that I'm positive "Ye's" faculty sponsor received the shock of her life when he began to speak. For instead of talking about verse forms, as had been expected, he exploded life into our faces. No mention here of the Strength that was of the Strength of ten or wandering lonely as a cloud. Rather, he instilled in us his intense conviction that something new and tremendous was happening in the world. We were on the threshold of a new age in poetry that would be another Elizabethan Age, a new age in living that would be another Renaissance: the War, he told us, had swept away all that was old and false and sordid and mean. And he told us of writers and artists and composers whom we had never heard of and urged us to forget all the old expected ways of looking at things and thinking of them—to learn to see and feel as though everything in the world had been born afresh at that instant.

Well, despite the misgivings of "Ye's" founder ("I must say, he can't be a widely read man, why he didn't even mention Stevenson") the poet's optimistic advice did us good and was the driving force of our afternoons in the Library. The time was auspicious for our excitement; it was the time of Locarno, a brief rift in the storm of depression and war, so perhaps we were not too foolish in being hopeful. Anyhow, it never occurred to us that we would not achieve great things, that we ourselves were not to carry out the Renaissance that our poet

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# Good Neighbors

IONE MORRISON RIDER

Los Angeles Public Library

SCHOOL AND PUBLIC LIBRARIANS WHO serve youth have a tremendous job these days providing suitable materials and inducing millions of youngsters to borrow them.

Fact-finding is important. We all need to develop ability to select factual materials with discrimination; to analyze issues; to reject propaganda and irresponsible thinking. Didn't Sir Norman Angell tell librarians the other day to go even farther?—to have the courage to define issues BEFORE we read, and then to read with the conscious purpose of changing and enlarging our minds as we discover ourselves right or wrong? Everyone will agree that this is an intelligent way to read. Prejudices aren't encouraged to collect in a mind disciplined to vigorous frontal attack. Yet how many of us actually read this way?

Training young people to find facts and to evaluate sources might well take all of our powers. It's a heroic job. Is it too much to expect that librarians also nurture in youth the reading habit—the love of good books?

Americans as a people can hardly be termed readers. Perhaps few of us sit still long enough! There are endless distractions to fill our dwindling leisure hours. Printed matter of dubious value may be too plentiful. Whatever the reasons for not reading—and doubtless librarians aren't *entirely* to blame—there is little evidence that Mr. and Mrs. Adult America experience the hunger for books, the eager recognition of great thought, the illumination, which are all integral parts of real reading. Too often the kind of reading done bears about as much relation to the real thing as painting a garage does to art.

Of course, not all people are potential readers. Many intelligent enough folk

go constructively through life without personal response to books—or to music. Yet what a desirable difference both books and music can make! Most librarians will doubtless agree that with tactful opening of doors and windows at the right time, to the majority of people can come that freshening from the winds of thought which is the reward for reading good books.

Individual reading guidance is the most subtle and difficult of our services to adolescents. Little wonder that we all too often fail to find for it time and energy—and wisdom.

Modern haste and acceleration have pushed librarians as well as others toward a more superficial skimming of many books instead of a thoughtful digestion of fewer but excellent ones. Can we return to the more substantial emphasis upon quality? Unless we ourselves are readers and lovers of the best, we can hardly expect to create in others the desire to read. Possibly we overestimate the ability of librarians to influence the reading habits of Americans young and older? It may be that we cannot much affect them. But what librarian is willing to accept without substantiation such a conclusion!

By pooling our diverse talents and resources, school and public librarians might conceivably reach with effective reading guidance more of those who are slipping through our fingers to join the ranks of newsstand and rental-library, desultory pastime readers. Together we might restore to youth the sense of high adventure to which his newly-achieved skill entitles him. By all means available let us strive together to communicate the exhilaration that comes from sharpening one's mind on a tough, great book!

The opportunities are legion. School

and public libraries can work together more than in the past, to establish a library habit which will carry over after school years. School library use is immediate, serving until the end of school. It would seem to be the school librarian's responsibility to encourage the use of the public library while the pupil is in school, that his library habit may become permanent. There needs to be definite connection, (made from the school end, and in many cases sustained for awhile), between each pupil and his public library. Sometimes this connection takes the form of school-sponsored visits to the public library.

It has been found of value for school and public librarians to get together in the spring over plans for cooperation throughout the next school year. The school librarian should feel free to call in public librarians in her area who are interested and able to work with young readers. According to expressed wishes of teachers, integrated with their year's plans for teaching, school and public librarians can be scheduled ahead for class-room talks and library visits. Even if a busy librarian finds she can spare but one morning a month to such work, in the course of a school year much can be accomplished. Any librarian will serve youth better for taking the trouble to equip herself to talk about books to them in ways that win their interest. It isn't so much a matter of being a good speaker (although that is extremely useful), as it is of being genuinely interested in youth and in what will interest youth. If we are truly enlisted, we can usually give a good talk. Preparing a good book talk is definitely hard work, for which no shortcuts are recommended, but from which high dividends can be made to come. Right here librarians should get together on some practical way of reserving books for which demand has been aroused.

The school librarian is the logical person to keep her public library co-workers informed on significant changes in school rules, procedures, curriculum, philosophy. This should work both ways.

Reference service to young people in

school and public libraries could be better co-ordinated. Teachers will find that pupils secure better materials for study from both libraries when topics have been made known to the librarians in advance of the rush. In some libraries an assignment table keeps together books, pamphlets, pictures and magazines on demanded topics. When schools are working on special projects not duplicated all over town, the public library can usually secure additional material if asked a few days ahead of time. It is our idea that there should be much give and take between school and public libraries, with informal reserving and sharing of materials needed for classroom use.

And how about the teacher's own reading? As with the librarian, it is important that the teacher read, and richly, if she is to guide her pupils. With a full schedule at school, and home responsibilities heavier than ever, teachers have been known to neglect this all-important function simply because they cannot find time to visit the public library. One public librarian found that many of these same teachers showed keen interest in reading when books were carried to the school once a week so that selection could be made during free periods or at noon. Lunching with teachers in the school cafeteria gave her further opportunity to learn school needs and interests in the way of books. Do school librarians suggest that nearby public librarians use the school cafeteria?

If the school boasts a faculty library, the public library might take at least partial responsibility for it. Most libraries nowadays could provide as a deposit at least a backlog of good and fairly recent adult books, which would not be found in the school collection. Titles that do not find use should be quickly replaced. How about the public library providing rental service on the best of the current books? There are possibilities here.

The year's plan would include occasional displays of school work in the

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# The Manzanar Library:

**RUTH BUDD and  
MITSUE SAKAMOTO**

**T**HE MONTH OF APRIL THIS YEAR WILL mark the second birthday of the Manzanar Library. The library started in April, 1942 with a gift of seventeen books and eighty magazines made available for use in a part of someone's living quarters. It has now expanded into two community and two school libraries with a total collection of 24,625 books (20,452 of these were donations from other libraries) and a magazine subscription of 112 current periodicals.

The natural questions which people usually ask are these: What type of community is the library trying to serve? What are the community's special needs and how is the library trying to meet them?

The peak population of Manzanar reached in the summer of 1942, was 10,000. With the transfer of people to the Tule Lake Center this winter and with the relocation of more than 1,200 persons, the present population of Manzanar has dropped to about 6,480. The library, therefore, has a much smaller community to serve than it had in the early days when there was so little material and equipment. The school children make up an unusually large percentage of the total community population. At present there are 169 children from two to four years of age enrolled in the nursery schools, 114 five-year olds in the kindergarten, 637 children in the elementary school and 797 students in the junior-senior high school. This then is a brief statistical survey of the community population. How is the library organized to give the best service to these people?

The library, which functions as a division of the Department of Education, has two main tasks: to give service to the schools and service to the com-

munity. The main public library, located in the middle of camp, is the center for community service. It contains both fiction and non-fiction for adults and children. An entire barrack one hundred by twenty feet, constitutes the space for this library. It is now equipped with plenty of shelving, six mess-hall tables and benches, an attractive camp-made librarian's desk and a card catalog cabinet also made by the camp's carpentry shop. The seating capacity of the library is fifty. The library is always crowded at night, for with movies only once or twice a week in camp, our library does not have quite the competition that other community libraries have.

A branch fiction library, located in the ironing room in the southwest corner of camp contains 1,433 books of fiction. Half of these are adult books; the other half are books for young people and small children. Two mess-hall tables for adults, and two small painted primary tables for little children give a maximum seating capacity of eighteen persons. This is the favorite spot for young people to gather on a cold winter evening, for the two librarians of this branch have made it into a very attractive place.

During the summer it was noticed that the younger children seemed to be rather pushed aside in the library. The space was so limited that a tiny "children's corner" in each library was the only space given the little folks in either branch. Mrs. Atwood, one of the elementary teachers, became quite interested in the problem and with her help, a more adequate children's program was undertaken. The first difficulty was the finding of more space. Since it was impossible to expand the main library, it was decided advisable to try to set up

two attractive children's stations at each end of camp. The elementary principal suggested that one end of a schoolroom be used for one of the stations. With blackboards as partitions, this has proved to be a very satisfactory arrangement. The block leader in Block 9 at the other end of camp volunteered to let us have half of his block office for the other children's station. Two high school girls were eager to act as librarians of each station. With the help of mess-hall crews enough apple crates were found to serve as shelves. The school custodians located tables and chairs, the pre-school supervisor helped us with the painting, and the main library loaned many of its easy books. With this equipment and the enthusiastic help of Mrs. Atwood and the two high school girls, a summer program for children was undertaken about the first of July. A reading club in which seventy-six children received certificates afforded entertainment for many. Others particularly enjoyed the story hour held twice a week at each branch outside on the grass or sand. The extreme heat during the day made it necessary to hold the story hours after supper about seven o'clock when the barracks grudgingly afforded us a little more shade. The two children's stations are still operating effectively and story hours are held now each Saturday morning with the elementary teachers acting as story-tellers.

The school libraries operate on three levels. The pre-school library with 162 volumes is handled by the pre-school supervisor. The library office orders and catalogs the books. They are then sent to the supervisor who sees that they rotate among the eleven nursery schools and the seven kindergartens.

The elementary school library for the past year has been housed in half a barrack which is also a study room for the elementary teachers. The elementary library contains 2,314 books, and most of these are seldom seen in the library. The teachers check them out to their classrooms for month loans and exchange them for other books at the end of the month. Because this room is a teacher's

study room, the library is not open to the children. During the summer, the teachers' professional library of 300 volumes was moved into this study room.

The high school library is located in a mess-hall (a double-roofed barrack, eighty by forty feet.) This library, which is used also as a study hall, seats almost 300 students. Unlike most high school libraries, it is open at night since the students, living in one-room barrack apartments, have no adequate place for home study. The library now has 4,941 volumes most of which have been catalogued. The room has been painted yellow and white and is now quite an attractive place for students to come.

Our library office is not located in any one of the libraries as one might expect, but in a separate barrack apartment in the high school block near the Department of Education. A staff of three persons in the library office takes care of the accessioning, cataloguing and processing of the new books which come in. These books are then sent out to the school and community libraries. The cataloguing of the old, donated volumes is being carried on at the libraries. The high school and elementary school libraries have almost completed their cataloguing, and the branch fiction library has entirely finished. The work at the main library is progressing more slowly, partly because of the greater number of volumes and partly because of the problem of weeding out several thousand worthless books.

The future of the library will be to take care of the changing needs of the camp. It is hoped that before long, one of the blocks can be used for a central elementary school. In this event, the elementary school library will be moved into the school block and children as well as teachers will have access to it. This will be a much more satisfactory arrangement and will enable us to centralize most of the children's library work in the elementary library.

One need never question the value of the library in this community. People do read and seem to read books of better

*Continued to page 30*

# France and Spain In The Library . . .

ELSIE ISABEL HILL and

ZOË SENTOUS CASAUBON

Irving Junior High School, Los Angeles

"PLEASE, MISS, COULD YOU HELP ME find a French book? You see today is my free period in general language and I have to have a book to read." After I had recovered from the shock of that "free period" and discovered that a "French book" meant anything at all to do with France, author, setting, or historical background; Tommy went off satisfied with *Gargantua and Pantagruel* as edited for boys from the writings of Rabelais. The choice was more than satisfactory, for at the end of the period he was back. "Please, Miss, the teacher says could she have this book to read to the class? I had the best book in the whole class."

The next week when it again came time for the "free period", the messenger appeared with a request for "all the pamphlets you have about France, and that one with the funny maps. We're going to draw pictures today." Thus he referred to a gorgeous pre-war production of the French Government tourist bureau with transparent pictorial maps of chateaux and cathedrals to fold down over the magnificently colored physical maps of the different regions. Another time the demand was for "all the atlases you have because we have to find all the places on the map where French is spoken and put them on our own maps." A class set of the Hammond's New Era atlas of the world was enthusiastically received for this purpose.

Then at the end of ten weeks everybody in the general language class turned to Spanish and away we went again, with the addition of frequent calls for the sets of magazines: *Modern Mexico* and *Bulletin of the Pan American Union*.

Meanwhile the A9 Spanish classes had been registered for regular library periods

along with the social living classes. This was no "free period" for themselves, their teacher, the librarian, or the library assistants. At the end of one such period we took stock. Out of seven sets of encyclopedias, eleven volumes remained on the shelves; the atlas case had suffered a clean sweep; and an entire truckload of miscellaneous books, magazines, and pamphlets was picked up. Moreover, the only complaint came from the library assistants of the next period who had to shelve the books. I felt that a teacher who could rouse such enthusiasm for work in the library should be cultivated and that the device of the Spanish alphabet on which the pupils were working deserved wider publicity. Here is the explanation of its origin and growth in her own words. Mrs. Casaubon says:

"It has seemed to me from my first moments of teaching French and Spanish in the junior high schools that the knowledge of and acquaintance with the history, ideals, traditions, and customs of the countries and peoples can not be a thing entirely apart from the spoken language is a wholeness of purpose to be achieved. When a language is taught to immature minds it may be so dissected or digested piecemeal to such an extent, that the composite language medium seems hardly in use as such. Robbed thereby of its natural life and color, it is in consequence reduced to something drab and purposeless. At this point supplemental interests of the type I have mentioned can greatly vitalize the study of a language. This fund of information our libraries hold for us, just for the getting.

Herein however develops a particular difficulty. The junior high pupils, for the most part, when turned loose with source materials lack the ability to select the important from the incidental. Consequently great wordy paragraphs result, copied verbatim, in the hope of presenting something outstanding in the way of an oral or written report. It may represent long hours of diligent work, but is in truth of no value to the student and a definite bore to his non-listening fellow classmates.

"After sitting through years of such reports, I resolved to find some other means that would in some measure correct this ineffective method and yet preserve the original idea of achievement. Entirely convinced of the logical tie-up of background with language, I worked out a little plan which shaped itself into a cultural and historical alphabet. I have used this with my classes now for some time with satisfactory results.

"It is an arrangement in the form of an alphabet. Following each letter caption are four or five names. All listed begin with the same letter. Purposely they are selected from various fields of interest and include the names of persons living and dead, places in Spain and in Latin America, and events of significance in Spanish history. Practically all letters of the alphabet are used in this manner with references totaling well over a hundred. After some of these are key letters to help in their location samples from the alphabet as it is given to the students in mimeographed form are given on page 29

"The student is required to identify the name or word by choosing three or four pertinent facts of the type that can be easily remembered. The emphasis is placed on the information to be gathered rather than on the form

of the report, oral or written. Also with such a variety of names, it follows that a number of books will be used, as well as periodicals, pamphlets, travel advertisements. This extends the range of the pupil's familiarity with the library materials and increases the scope of his incidental knowledge.

"The idea is enthusiastically accepted by the pupils and a competitive spirit soon develops that stimulates accuracy as well as completeness. The material is easy to test. It affords fine lists for spell-downs, quizzes, competitive teamwork, and lends itself to one word answer tests as well as true-false tests at the same time it is an improvement over the old method inasmuch as all pupils work out the entire assignment; consequently all are active participants rather than passive listeners. Also it affords plenty of meat to encourage the "A" pupil to delve deeper for greater elaboration of the references of his particular choice.

"With the limitations common to all junior high school students one can not expect a highly finished piece of work. To bridge over the span until the time when their educational equipment can function at its best, I have found this historical Spanish alphabet has served well to give them some acquaintance with the cultural background of the language."

Is it any wonder that with such fine philosophy on the part of the teacher, librarian and teacher cooperate wholeheartedly for the greater learning of the pupil?

*Continued on page 29*

# The Free Reading Program In One of San Francisco's High Schools

ESTHER L. KALLBERG

Lowell High School

**W**HEN THE FREE READING PROGRAM\* was instituted at Lowell High School last Fall, it was like a dream come true. As the books came in, we gloated over each new batch in their bright jackets like fond, doting parents: three copies of *Pride and Prejudice*; two of *Jane Eyre* and of *Wuthering Heights*; two of *Salt Water Ballads*; six of *Mama's Bank Account*; four of *Seventeenth Summer*; several of the new war stories: *They Were Expendable*, *Queen of the Flat-Tops*, *Flying Tigers*, *See Here*, *Private Hargrove*. We pounced on three big volumes—*A Dickens Digest*, attractively bound, with wide margins and good, clear print.

It's amazing how a colorful jacket and a good binding will affect a child. They are often the "come-on" signs that will entice him to take the book off the shelf. Once he has done that, half the battle is won. An adroit word or two about the hero or heroine, a casual hint about the ending will do the trick. In no time at all, the book is issued and the child moves off with the book tucked triumphantly under his arm.

Of course, many times there isn't any battle at all. In fact, some of the children are such avid readers that you have to watch them so that they don't read a book a night—to the detriment of all homework schedules. In such cases, guidance in the choice of reading material is often the answer. Nine times out of ten the student has outgrown the sort of thing he has been reading and is ready to be guided unerringly but

unknowingly to take a step up in the quality of his reading material. "Unknowingly" is an important word. As soon as a child thinks you're trying to "reform" his reading habits, he shies off like a young colt and you have to start the process of gaining his confidence all over again.

The biggest thrill I had this past year was to watch the progress of a boy who came in from the Middle West. He registered in my American Literature class, and it was several weeks before he showed any interest in doing any reading except that being done by the class as a whole. One day he came in after school and very shyly asked if he could look at some of the Mark Twain books. We talked about the Middle West and Tom Sawyer and in a short time he left, taking the book with him. It was three or four weeks before he returned it, but when he did there was no hesitation at all in taking out another. He read all of Mark Twain that we had and then went on to other fields. In the Spring term, in English Literature, he is now engrossed in Shakespeare and reading him play by play.

In this matter of guidance, the teacher simply can't do it alone. And this brings us to the subject of cooperation between the school librarians and the classroom teachers. Here, at Lowell, this cooperation has been whole-hearted and unstinted. I discussed with the librarians, Miss Scott and Miss Anderson, the dislikes of Tom, Dick, and Harry and the likes of Mary, Alice, and Stella. I have been constantly under-foot and they

\*The Teaching of Reading in the San Francisco Junior and Senior High Schools, 1943-44. Pamphlet available from Bureau of Texts and Libraries, San Francisco Public Schools, 93 Grove Street, at twenty-five cents, payable in advance.

have always been most helpful and encouraging. One boy would read nothing but war stories, and so we gave him war stories until they came out of his ears. We got them out of his system, and now we have him well on his way with *Black Beauty* and Terhune's dog stories. His next step may be Dickens. Who knows? One thing is sure—we start where he is and work from there.

As to the actual mechanics of the program, each teacher is free to handle the details in any way he or she desires. In my own case, after I have chosen my share of the books, I place them on the shelves of my book cabinet, whose doors I always keep invitingly open. The cabinet is over by the window and the desk has been moved there also so that I can easily turn and discuss a book with or make suggestions to any boy or girl who is looking over the selection. I have two or three chairs along the windows, where the children often sit to browse through a book or two.

When the books are first brought in, I take class time to go over the whole selection and try to whet their appetites. I even stoop to the level of dangling the bait that a movie has been made from such and such a story. The important thing is to get them to read. Once the book gets circulating, the children themselves are the best advertisers. They spread the good word like wildfire. If a book doesn't circulate after two or three pep talks, it goes back to the library so that some other teachers may use it. The children are often sent in with the books and invariably they come back with a gleam in their eyes and some new arrivals that the librarian has adroitly put into their hands. At the end of the quarter many of the books that have gone the rounds are sent back and are exchanged for others returned by other teachers. Thus, no books remain static for very long.

A member of the class takes care of the actual checking in and checking out of the books. They are returned or taken out at the beginning of the period, at the end of the period, before registry, and after school. It takes very little

time from actual class work, and such little time that it does take pays big dividends.

The freshmen are not required to write any book reports at all. When they have finished a book, they simply tell me so by jotting down its name on a slip of paper. In this way, I can keep a weather eye on what each student is reading and how much he is reading. In the American and English Literature classes, the student writes on a 4 x 6 card a short report for each book read. These are corrected and graded and kept in a small file in the cabinet with the books to help others in making their selections. We call them "prevues" for want of a better name. In these upper division classes, it soon becomes evident that there is less reading being done than in the freshmen classes. Homework and study in chemistry and physics, advanced algebra and trigonometry are taking up a lot of time. However, the choice is more discriminating and tests are more varied.

Probably one of the most valuable results of the free reading program is that through it the library has been projected into our classrooms and the classrooms have been extended into our library. The children visit the library more and come back to report excitedly on new arrivals. More and more they are requesting additional books and suggesting titles of books they have already read and want their classmates to enjoy.

To say that we have enjoyed our free reading program at Lowell is putting it mildly. It has opened up a whole new vista: it has given us a better opportunity to inculcate in these eager children better habits of reading, to develop a taste for good literature, and to plant the seed of love of books that build character and enrich their whole lives

# The Place of the Librarian In the Social Studies Curriculum

**Julia M. Ross and Ada G. WEAVER**

Curriculum Coordinators for the Social Studies  
in the San Francisco Junior High Schools

San Francisco is preparing to introduce a new social studies program into the junior high schools with the opening of the Fall term. With the development of war industries, additional port facilities and aviation activities, an influx of population has come into San Francisco from all parts of the country bringing new ideas, new racial groups, new experiences and problems to be added to those already existing in our cosmopolitan population.

The new social studies program attempts to meet the needs of this changing society by taking into consideration the important aspects of our culture, the values it supports and the needs of the children. The emphasis is on the development of effective citizens who will be socially competent in handling unusual situations and who will be able to think intelligently about new problems. Community participation is stressed throughout, so that the schools can be integrated into the home and other out-of-school situations.

Obviously such a course will not follow any one textbook. It will be based on multiple texts with the constant use of pamphlets and other current materials. This kind of program would not be possible without complete understanding and cooperation between teachers and librarians. Therefore the librarians have been an integral factor in building the course and will be essential in putting it into practice.

From the beginning, librarians have worked with the coordinators in organizing this program for the junior high schools. The Supervisor of the Bureau of Texts and Libraries and a librarian from one of the schools were appointed

members of the curriculum committee, and in this capacity have helped in the selection of the criteria by which the textbooks are to be chosen; the librarian in charge of the Professional Library has served as consultant on curriculum practices, and the librarian in charge of the Visual Aids has acted as the consultant on audio-visual aids.

In addition to this participation of the librarians in the Central Office, and on the committee, librarians in the schools have helped to organize the content of this program of studies by participating with the teachers in the various experimental classes which have been trying out the units. As soon as the tentative unit outlines were drawn up, they were given to the librarians in the schools to prepare the bibliographies from which the classroom libraries are to be built. Committees of teachers and librarians are drawing up lists of books to meet the needs of pupils on all levels and with varied abilities so that books which have been successfully used will be included.

When the new program is prepared, the librarian will markedly influence the success or failure of the program. There must be constant cooperation between the teacher and the librarian. Both must give careful thought to the acquisition and utilization of pertinent library materials and each may justly expect certain types of help from the other. The librarian expects the teacher to know what social studies books and materials are in the library and to make assignments based on the use of materials which are actually there. The teacher must recognize the limited number of

*Continued on page 30*

# Book, Book, Who Wants a Book?

MARY LINS

Portola Junior High School, San Francisco

INSTEAD OF THE USUAL "BUTTON, button, who's got the button?" the librarian's theme song might well be "Book, book, who wants a book?" And with the new spring titles bringing such rich promise of thrilling and satisfying reading, it will certainly be the most "hard-to-please" reader who can't find at least one book to tempt his jaded appetite.

These are some titles which every junior and senior high school will undoubtedly consider on the "must" list.

Cleland, Robert C. *From Wilderness to Empire*. Knopf, 1944. \$4.00. An excellent book on the history of our state by a man well-known for his outstanding studies on California. The material is as well-handled as the book is well-written.

Adams, James Truslow. *Album of American History. Colonial Period*. Scribner, 1944. \$7.50. Four hundred pages of illustrations showing from pictures made at the time the dress, homes, tools, and uses of the Colonial period. This is the first volume of a projected series. The pictures are magnificent and are accompanied not only by factual captions but also by a short commentary. A "must" for the reference section and decidedly worth the money.

Hoffman, Sylvan. *News of the Nation*. Garden City, 1944. \$3.49. An extremely interesting addition to the supplementary books in the social science section. A presentation in newspaper style of some forty-odd incidents of historical importance in the development of our country, covering in time from April 14, 1492 to December 7, 1941. The book is profusely illustrated with pictures, cartoons, line-drawings, etc. The editorials serve as interpretations of the events and there is also much infor-

mation to be found regarding sports, education, science, arts, etc. of the day.

Lord, Clifford & Elizabeth. *Historical Atlas of the United States*. Holt, 1944. \$3.00. The history of the United States told by means of 312 maps covering every phase of our history. Not only the traditional maps of political history, but also those showing the different steps in our economic, social, cultural growth and development. An extremely valuable reference tool in spite of the smallness of size of some maps and rather indistinct shadings in others.

Webster, Noah. *Webster's Biographical Dictionary*. Merriam, 1943. \$6.50. To quote the subtitle, this book is "a dictionary of names of noteworthy persons with pronunciations and concise biographies." It includes approximately 40,000 persons from all periods of history, nations, and fields of work. It also gives chronologic tables of United States officials and rulers of other countries, past and present. A valuable reference tool.

Mann, Carl. *Air Heraldry*. McBride, 1944. \$3.50. This book completely covers the growth and development of the insignia of the air forces. It shows how they evolved and gives some 600 illustrations of squadron devices. The book will be of great interest to air-minded students, and will also prove of value to the art department.

Rimington, Critchell. *Merchant Fleets*. Dodd, 1944. \$4.00. This is a companion volume to the author's *Fighting Fleets* and does for the Merchant Marine what the first did for the Navies. It is an excellent compilation with as full information about ships as is possible during wartime, accompanied by superb photographs to illustrate each type.

On the lighter side of the new spring titles we find:

Pease, Howard. *Thunderbolt House*. Doubleday, 1944. \$2.00. This new book of Howard Pease is much more adult in tone than his previous novels. It lacks the action-packed speed of his stirring and thrilling tales of the sea—*The Jinx Ship*, *The Tattooed Man*, *The Ship Without a Crew*. But in spite of this criticism, the book possesses a well-handled plot, a convincing and authentic picture of San Francisco of nearly fifty years ago, a vivid atmosphere of suspense and mystery, and excellent characterization. The spiritual regrowth of Jud, is logically worked out through a series of events which come to a smashing climax with the earthquake and fire of 1906.

Floherty, John J. *Money-Go-Round*. Lippincott-Stokes, 1944. \$2.00. An excellent book by a man who is well-known for his extremely readable style and interesting manner of presentation. This book is the history of money and exchange from the earliest days of barter to the complicated picture of money in action today. It shows where money comes from, how it circulates, and what it accomplishes, and mingled with all of this are legends and lore which have grown up around that powerful and fascinating instrument—money.

Gollomb, Joseph. *Young Heroes of the War*. Vanguard, 1943. \$2.50. The heroes this book discusses are not those of the armed forces but the boys and girls of the United Nations who through their own courage, fortitude and ingenuity have achieved the right to be called heroes. Their exploits are all based on official records or authentic news dispatches and the stories of their bravery make fascinating reading.

Duvoisin, Roger. *They Put Out to Sea*. Knopf, 1943. \$2.50. This book is for younger children than Lucas' *Vast Horizons*, but like that it is full of exciting detail. It begins with the voyages made by the Phoenicians, Cretans, and early Greeks and continues down through the ages ending with Magellan's momentous journey around the world. The book is copiously illustrated; black and white pictures are on nearly every page and brilliantly colored double-page

spreads complete a fascinating book.

Rolo, Charles J. *Wingate's Raiders*. Viking, 1944. \$2.50. This is indeed a fabulous story of General Wingate and his men who invaded Japanese-held jungle territory in northern Burma and through their own courage, resourcefulness, and daring fought their way out again, bringing with them valuable secrets of Japanese jungle warfare. It is a story of fortitude and bravery told in a fast-moving, vivid, narrative style.

Mason, Frank W. *Pilots, Man Your Planes!* Lippincott, 1944. \$1.75. This is a dramatic and thrilling story of the daring aviators of this war. The book contains two novellas. The setting of the first is the South Pacific and the hero is Captain Hugh Steel and a squadron called the Flying Flamingo. The men are chosen to carry out a dangerous mission and the story of how they accomplished their purpose in spite of terrific handicaps makes a book in which suspense and action are dramatically combined to produce a top-notch tale. The second tale is set in the Mediterranean, and like the first manages to create a sense of great danger and an atmosphere of tense excitement, plus some stirring description of dog fights high in the sky. This book is just made for that species of junior high school boy known as the "non-reader".

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## APPRECIATION

For the attractive design on the cover of this number of the *Bulletin*, we are indebted to the print shop of the North Hollywood Junior High School. We wish to express our thanks to the Mason-Springs Corporation, the printers of the *Bulletin* this year, for their fine craftsmanship and helpful co-operation.

# The Best of Its Kind . . .

**BEATRICE W. JEPSON**

Pepsi-Cola Center, San Francisco

**I**N THESE DAYS OF QUICK CONVERSION, when a heap of lumber is a victory ship in less than eighteen days, it seemed no mean task to turn, in a few months, the old Day and Night Bank building into a colorful service center for men and women in the armed forces. The PEPSI-COLA CENTER on Mason and Market Streets, fascinates even the most blasé San Franciscan. He stands with his face to the window, as eagerly as a child watching his first parade. But what the curious can spy through the glass is a slight part of the activity that goes on inside.

Through the portals may go any man or woman in uniform. In addition, the Center is welcoming discharged boys and girls. They find on the first floor a large glassed-in room, and a gracious receptionist who points with pride to the game room below (billiards, table-tennis) and to the food bar, where they may satisfy their appetite and pocket book with a cheese, hamburger, hot dog or deviled egg sandwich, doughnuts, milk and coffee, each item five cents. PEPSI ON THE HOUSE. There are benches which line the side walls, deeply cushioned for the comfort of the weary who wish to dally awhile.

There are flags of all nations (friendly ones, of course) which hang from the ceiling, and lend additional colors to the red, white and blue scheme which prevails.

The second floor is the boy's sanctum sanctorum! The lad just off a ship, or in from one of the inundated barracks (we have mud-holes in the U.S. it seems!) is turned into a gay Romeo, after a shower, shave, shoe shine and pressing job—all free. It is in this lounge that he may sit undisturbed at the long writing desk, or he may join

the recording group to hear his own voice tell his Mary how he misses her . . . or "Hello Mom. Bet you're surprised to hear from me. . ." In a sunny corner sit the Mending Ladies who do everything from mending that "stitch in time" to sewing letters on athletic sweaters for the Navy. These women find no task too intricate for their nimble fingers.

The Information Desk is accessible to any lad or lassie who steps from the elevator to the second floor, in quest of any information. I say "ANY" emphatically, for as an ex-librarian, I know that the inquiries which come over this desk are as many and as varied as those one would get in a public or specialized library. "Where can I get Belfast cord?" "Where are the mink farms in California?" This question led to the following, i.e.: The sailor had his own mink farm in the East. The baby minks must have individual pens in which to thrive unhampered by maternal coddling, and since the priorities prohibited the sale of wire, enough pens could not be built for the new crop. We contacted a mink farm in California from which the boy purchased the needed pens. These were shipped East and we hear the young minks are now thriving. Then there was the red-haired American soldier, born in China of missionary parents, who could speak better Chinese than English, and the resourceful Information Volunteer had to call the Chinese Telephone Exchange to get one of the girls to interpret the English! Imagine the amazement of the one on duty, who was asked where the inquirer could get his cobra stuffed! The sailor had brought the snake from "foreign soil" and had promised to send it to his buddy, who was "up in New York State". Believe me the Information attendant was a little relieved when she could see that the

boy was without his land pet!

One morning a big black sailor found his way to the Information Desk, trying to make the Information Volunteer understand that he was lost. The chap was one of De Gaulle's free Frenchmen, who with eight others had gone to a movie the night before. Our lad had gone to sleep and his chums hadn't missed him, so the next day he wandered all around the streets trying to find his transient home, but not speaking a word of English, and looking more confused than a shell-shocked soldier, some fellow sailor had escorted him to the Pepsi-Cola Information Desk. It is our pride that we can always answer any question, but when the questions were coming in Martinique French, that was a problem. However, one of our Information experts is also somewhat of a linguist and she did comprehend that the chap was lost and hungry. So... we fortified him with several sandwiches, some milk and of course, PEPSI-COLA. In the meantime, one of the boys in the Center came to our aid and interpreted the details. We called the French Consul, who confided that the weary Frenchman was due at Dock so and so in fifteen minutes. With the assistance of the AWVS motor corps, we were able to get him back to his buddies and on his ship. But in all this confusion the chap never did get his belongings and we never did know in what dormitory or hotel he had left his precious personal effects.

"Where is the Russian River?" "I'm writing to my best girl and I want to include the poem. Who wrote it and where can I get a copy?" "Where can I go to play the pipe-organ? I'm a composer and I wish to try this tune." All these and hundreds more, are questions for a competent Information Desk volunteer. If she does not have the answers as readily as would an expert, she must be resourceful and know where she can find them.

We have two Information Books at the desk at all times, and in them is the answer to almost any question. Much of the material is based on the inquiries which come over the desk, and the basis

is general information about San Francisco in particular and California in general.

If you are a Service Woman you may enter the Fourth Floor Lounge, reserved exclusively for the war's Molly Pitchers and Florence Nightingales. The lounge and powder room look like something out of House Beautiful. The Madame Chiang Kai-shek room has drapes of Chinese red, with large white horses in conventional design. The couches and rugs are white and the low coffee tables and piano are lacquered in Chinese red. Mrs. Eleanor Roosevelt, at a tea given in her honor, approved the blue, chartreuse and rose room dedicated to her. The girls too have a long writing desk, a game room and a room with great candy striped wall paper, where PEPSI-COLA is dispensed.

Between ten and eleven thousand boys and girls are enjoying the PEPSI-COLA CENTER each day, and in order to staff it adequately, it is necessary to have an average of seventy volunteers a day. This means approximately five hundred individuals are on duty for one of the shifts, each week. At the Canteen, the women dispense the food (it is cooked by professional help) and mix the Pepsis. The Receptionists are the official hostesses, who direct the inquirers to their respective destinations. We have told you about the dexterity and willingness of the Mending Ladies, and a bit about those capable girls who staff the Information Desk. There is one other service for the Volunteer, and that is assisting the boys for the voice recording.

The PEPSI-COLA CENTER is open from 9:30 A.M. to midnight, and the shifts are as follows: 9:30 - 1:30; 1:30 - 5:30; 5:30 - 8:30; 8:30 - 11:30. The Information Desk is on three hour shifts, 9:30-12:30; 12:30 - 3:30 - 3:30 - 6:30; 6:30 - 9:30 and 9:30 to 11:30. If any of the readers would like to apply their time (during the summer vacation) to any of the above services, please telephone the Volunteer Office (YU 2712) for an appointment. We shall be only too glad for them to get into the swim of things.

# The Presidents Speak

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## Librarianship Today

Margaret V. Girdner

SCHOOL LIBRARIANSHIP IS AT A crossroads. The recognition of the professional skills of the librarian by the armed forces, government agencies, and industry, has started a stampede such as the word "gold" did in '49. The glamour of war service and the higher salaries offered by industry cannot entirely account for the large number of people who are leaving our school libraries. Freedom for creative work, freedom from the many annoyances of over-work, insufficient supplies and unnecessary red tape, together with the opportunity to expand and receive recognition for their work offer a bait which is hard to resist.

Those librarians who are remaining at their posts in the schools because they recognize that their services are essential in training the future citizens of our democracy, are serving under many handicaps. They are over-worked, not only because the libraries are understaffed but also because of the increased demands upon them for their leadership and their specialized knowledge. Their work is further handicapped because of the growing difficulties in obtaining books and current materials which are increasingly needed to keep the curriculum in touch with the changing demands of the time. So many books which are basic in the book collections are going out of print, new editions of useful books are out of stock soon after publication, and many books which are needed cannot be printed because the shortage of paper makes the publishing of marginal books impossible.

The shortage of librarians has meant that many more teachers have had to be pressed into service in the libraries and it is an obvious fact that no amount

of good-will and native capacity can take the place of professional training. Therefore, to those still on duty in the schools there is an added responsibility to maintain the confidence of the administrators and teachers in the special contribution professionally trained librarians are making to the development and to the functioning of the curriculum.

The school librarian must keep always in her mind her responsibility in two fields—education and librarianship—in both of which she has professional training.

It must become the concern of every one of us to maintain high professional standards of service during this emergency, so that school librarians will hold the gains in the post-war period which they have so laboriously achieved.

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## THE NORTHERN SECTION REPORTS—

Natalie Lapike

Another war year has passed and again it has not been possible to hold a state meeting. These have always provided the opportunity to become better acquainted with our colleagues of the Southern Section and the chance to talk over mutual problems. We regret that present conditions have curtailed some activities of the State Association, but through the *Bulletin* we have managed to keep in touch. We can all well be proud of our *Bulletin*, which is the only one published by a state school library association.

We have missed the brunches that have been so much a part of Northern Section activities in the past, but it was felt that it would be better to concentrate on two large meetings. In October we were happy to join with the Children's Librarians of Northern and Central California for a very successful

meeting where the charming and dynamic Beatrice Warde brought us a most stimulating message. On May 13 we held our Spring Meeting in conjunction with the San Francisco Bay, Portola, and Redwood Districts of the California Library Association. The program will deal with problems important to all librarians.

The past year has truly been a happy and inspiring one for me. The experience gained has been invaluable and has emphasized my belief that active participation in the work of any organization does more than anything else to create the sense of really belonging; and brings about a clearer understanding of aims and objectives.

To the officers and committee chairmen who carried out their responsibilities so faithfully this past year, my heartfelt thanks. I am especially grateful to these friends because they have helped to overcome the handicap which necessarily arises when the activities of the association are directed from a considerable distance.

New problems vital to libraries came sharply into focus during the year. To Bess Landfear, the incoming president, and to our other officers for 1944-45 go my heartiest good wishes for a successful year of accomplishment on behalf of school libraries and school librarians.

## ACTIVITIES OF THE SOUTHERN SECTION

Edith G. Sperry

The Southern Section has carried on its usual program of activities with the necessary adjustments changing events and rationed living bring. Book breakfasts were held on the first Saturday of each month at the Fifth Street Manning's Coffee Shop, where we have had the balcony for our discussion until eleven o'clock. In spite of the transportation difficulties, the attendance has been surprisingly good. The all-day Christmas institute session is the war-time substitute for the festive, traditional Christmas dinner meeting. This year it was held in the Friday Morning Club house December 4, and at the luncheon the guests

presented included honorary members, several authors and the presidents of four library associations, including Miss Althea Warren, president of the ALA.

The Professional Committee of the Southern Section has been working on a number of problems incident to the changing times. Recruiting new librarians has seemed important, and the committee has issued a leaflet outlining the opportunities in librarianship, entitled *Are You Interested?* The Committee has also worked with Kappa Phi Zeta, a college undergraduate library sorority, in presenting librarianship as a vocation to high school girls. Another field that has occupied the attention of the committee is that of standards for school libraries and for school librarians, both for the present emergency and the post-war era.

Any expression of praise and gratitude which I could give to the members of the Executive Board for their resourcefulness in meeting and overcoming unexpected difficulties and for their consistent loyalty and ability could scarcely be too high. It has been at once a true education and a real pleasure to work with them. In the bare outline of activities given above, little indication could be made of the faithful, capable work of all the members who have worked to make our association a living source of inspiration to us all.

The Petaluma Junior High School library has developed in the last few years from a corner in an office to a large room, with work room adjoining, on the second floor, from which there is a grand view of the Sonoma mountains. With the help of the students in the art classes who painted tables and chairs, and those in the shop classes who made a charging desk, a dictionary stand, book shelves, and magazines, the room was made into a well-equipped library. The books are arranged according to the Decimal classifications. The library has a share in the regular budget and money is appropriated for new books. From a collection of 300 books, the library has increased to over 2000. The library also receives current magazines. Gladys Barnard

# Committee Reports . . .

## State Professional Committee

Has the war lowered California school library standards and what can we do about it?

At the request of our state president, Margaret Girdner, the State Professional Committee took this question to Dr. Joel A. Burkman of the State Commission of Credentials and Mrs. Irene T. Heineman, assistant superintendant of public instruction, at a conference in Los Angeles on March 10.

The librarians who took part in the conference were Jessie Boyd (by letter) Daisy Lake, Elizabeth Neal, Louise Roewekamp, Edith Sperry, and Marjorie Van Deusen.

In reply to the statement that in various California cities and towns teachers without library training are now serving as school librarians, Dr. Burkman said that this condition was plainly a part of the man-power shortage that is affecting the whole educational system. Just to keep our schools open during the war, thousands of emergency credentials are being issued. As a safeguard these have a one-year limit and are not renewable.

In regard to library credentials, Dr. Burkman pointed out that the effort to make credentials more specific has been dropped. Administrators very definitely prefer teachers who hold general secondary credentials. There is nothing in school law or credential regulations that requires such a teacher to have library training in order to hold the position of school librarian. However, thorough-going studies of the placement of teachers in California show that in almost all cases teachers are placed according to their major training.

In short, those who have the power to sustain and raise standards in school library service are the school administrators and the recovery and advance which we hope for after the war will depend upon their understanding and leadership.

Our role as librarians is to urge that those administrators who are library-minded make their influence felt among other principals and superintendents. Miss Boyd also emphasized the need for more effective teaching of the school library in university courses in school administration.

To help meet the shortage of school librarians, we should seek recruits among the most gifted of our high school and junior college students. The fact that it takes six years of college to secure a general secondary credential plus graduate library training was mentioned as an obstacle in the recruiting program. We can work for an acceleration of this program.

Finally, we can cooperate with educators in setting up postwar standards for school libraries.

MARJORIE VAN DEUSEN

## SEND YOUR BOOKS TO WAR

A communication was sent to seventy school librarians in the northern section of the state, asking that they act with the local committee in carrying out the Send Your Books To War campaign. A request was made to Miss Gillis, General Chairman of the C. L. A. War Activities Committee, that publicity concerning the campaign be sent to all city and county school superintendents, so that they would be aware of the campaign when school librarians asked for their co-operation.

School librarians were asked to report to the chairman the total number of books collected in their schools. To date, eleven schools, most of them smaller schools, report that 28,760 books have been collected and sent to local committees. In addition to books, \$84.07 in cash was collected. Of this amount, \$41.55 was sent to the secretary of the C. L. A. on April 5th and the remaining \$45.52 collected by the Stockton City

Schools, was sent direct to the local Stockton committee. It is likely that other reports will be received later.

The local campaign in the Sacramento City Schools has been most successful. teacher participation, with excellent cooperation from the superintendent and principals. There has been active student and principals. A total of 23,948 books collected as compared with the 1,614 collected last year, serves to indicate the difference in participation. One junior high school collected 8,310 and another 6,268 books. The mere figures in no way give a picture of the enthusiasm and fun on the part of the children who took part in the campaign.

JEWEL GARDINER

C. L. A. War Activities Committee

### Junior High School Committee

The Junior High School Committee of the Northern Section decided to start an annotated list of recent biographies and autobiographies which have been popular. Many librarians have found that titles seem to be as important as format. Books bearing the name of the subject of the biography, such as *Walter Reed*, do not attract as do those with less formal titles, like *River boat* or *Dancing Star*. A further study should be made as to the tastes of average readers, mature girls, exceptional readers and localities. It takes time to prove the full worth of a book. Mimeographed copies of the list are available for distribution.

GLADYS BARNARD, Chairman  
Petaluma Junior High School

### EXCHANGE MATERIAL

What should be done with duplicate files of magazines, documents and books? This was the question asked by the College Committee last year and Elizabeth Martin, Chairman of the Committee decided it was time to do something constructive about this unused material.

Accordingly letters were sent to the librarians of the state colleges asking their opinion as to the value of some system of exchange of duplicates between various libraries in the state. Their reactions were sufficiently stimulating to encourage the Committee to undertake the project. Twenty-two colleges and junior colleges were asked if they would cooperate in such a plan. Eighteen replies were received—all of them evincing interest, but only eight being able to participate at the time.

Titles comprising items which ranged from *Western Flying*, *Yale Review*, and *Forum to Food Research*, *Scottish Geographical Magazine* and *Hispania*, were typed on cards and sent May 28th, 1943 to the following colleges: San Jose State College, Humboldt State College, Fresno State College, Reedley District Junior College, Visalia Junior College, Placer Junior College, and San Francisco State College.

By April 1st, 1944, the card file of exchanges had completed its rounds and it is now in the hands of the present Committee. Judging by the comments received from the librarians participating, the project has been decidedly worth while, though many titles still remain unclaimed. This plan of handling duplicates and exchanges could very well be continued as an active project, with librarians checking the list regularly for additions or exchanges as they occur from year to year. Inquiries concerning this material should be sent to the chairman of the College Committee.

DORA SMITH, Chairman,  
College Committee, Northern Section  
San Jose State College

# Meetings . . .

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## **COUNCIL MEETING OF THE NORTHERN SECTION**

The second Council meeting of the Northern Section convened at ten o'clock March 18 in the College Women's Club in Berkeley, with all but four members present. The date for the annual meeting had already been set for May 13, and plans were made to join the three Bay Area sections of the California Library Association at this time. Mrs. Margaret D. Uridge, president of the San Francisco Bay District of the CLA lunched with the Council to receive their acceptance of her invitation for the joint meeting. In addition to very interesting committee reports, the business of the day consisted of the report of the Nominating Committee. The Council accepted the Committee's recommendation and the officers for 1944-45 were elected.

EUNICE SPEER, Secretary

## **ANNUAL MEETING OF THE NORTHERN SECTION**

On May 15, the Northern Section will join with the Bay Sections of the California Library Association in a meeting at the College Women's Club in Berkeley. The business session of the Northern Section will be held at 10. Natalie Lapike, president of the Northern Section, will preside at the luncheon. Dr. Mary Duncan Carter, president of the CLA will be the luncheon speaker. At two o'clock business and section meetings will be held in the Life Science Building of the University of California campus. At 2:30 a panel discussion will center on the challenge of the readjustment of war personnel to civilian life. Dr. Olga Bridgman will tell how to recognize and aid war neurotics. Mary Catherine Baker, librarian of the Oak Knoll Naval Hospital will talk about disabled sea-

men's reading. Staff-Sergeant Elliot Morgan, formerly librarian at Camp Roberts and in civilian life, librarian of MGM Studios, will discuss what the army really reads and enjoys. Joseph A. Belloli, librarian of the Vallejo Housing Unit, will speak about war workers' reading.

## **ANNUAL MEETING OF THE SOUTHERN SECTION**

The Southern Section will meet on May 6 at the Tuesday Afternoon Club in Glendale. After the business meeting May Gearhart, the distinguished etcher and art critic, will speak on modern art. The luncheon speakers will be Mrs. Carol Flanagan, of the Douglas Aircraft Corporation, who will speak on *Women in Aviation* and Reed C. Kinert, author of *America's fighting planes in action*.

## **Institute for School and Children's Librarians**

An interesting program has been planned by the officers of the Section for Work with Boys and Girls of the California Library Association, to be held in Long Beach in the Veterans' Memorial Building May 20. At the morning session group discussion of minority problems will be led by Mrs. Marie Hughes, Curriculum Coordinator in the Los Angeles County schools. After the luncheon, school and children's librarians will join in a symposium on the *Comics: Menace or Opportunity to Children's Reading Interests*. Reservations for the luncheon (\$1.10 a plate) should be sent to Alice Stoeltzing, Librarian of the Will Rogers Junior High School, Long Beach 3, before May 15.

# CREATIVE IDEAS

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## WHAT IS IT?

Myrtie V. Imhoff

The pupils of the Roosevelt Junior High School in San Diego have shown great enthusiasm during recent weeks over two contests sponsored by the library. The first called "Who is it?" tested their familiarity with the pictures of persons prominent in today's news; the second, "Spot it" showed their ability to recognize airplanes. A hall bulletin board near the library was used for the posting of the pictures used in both contests, answers were deposited daily in a box in the library, and tally sheets were kept so that each contestant could check on himself every day.

According to the rules, in order to be counted students had to enter on the first day. One hundred eleven started in on the "Who is it", and one hundred forty the "Spot it" contest. Very few girls were interested in the planes; one teacher entered and did very well. Books and magazines could be used as aids in identifying the persons and airplanes, but each person was to work individually. During the first contest, a few of the children learned how to find portraits through the readers' Guide; others learned about the pictures in Current Biography. Of course, airplane magazines, books on airplanes and spotters' guides were more popular than usual (if that is possible) while the airplane contest was on.

Fourteen pictures of persons were shown over a period of fourteen days. On the fifteenth day, the names of the eleven students with the best scores were

published in the daily bulletin, and they were invited to the library during the noon period for a final elimination test. At the time, twenty persons—the original fourteen plus six not shown before—had to be identified after one glimpse at a picture. One boy, a seventh grader, turned in a perfect paper. He received a defense stamp. A stamp was given also to the boy who made one error. He is a boy of foreign parentage who never before had participated in any school activity. He apparently did not have to look up anything and did not discuss the pictures with any one. His whole attitude seemed improved after his name appeared in the bulletin as a winner. Two of the girls who did well in the contest were very bright girls from Mexico who had lived in the United States less than two years. At the conclusion of the contest, all twenty pictures with the names underneath were pasted on a large card under the caption "How many would you have known?" It was kept on the bulletin board several days and many pupils stopped to study it.

The airplane contest was carried on in the same manner with the exception that one of the boys selected the planes to be used, and he kept the records. Forty boys were able to enter the final test. Since nine won that, we ran off a second elimination contest in which we showed foreign planes chiefly. Three boys were declared winners. We feel that there was sufficient interest and value in the contests to warrant plans for others of similar nature in the future.

## UNUSUAL EXHIBITS

The exhibit that attracted the most attention this year at the Orange Union High School was a display case filled with Christmas cards from soldiers overseas. The idea came to one of the teachers who received a card decorated with real butterfly wings and a greeting in what we suppose is Portuguese. She collected two or three others from her class, and we put these in the case with a request for more. We got two shelves full of cards from many countries, though we could only guess where some of them came from. Almost all were V-mail, and rarely were two alike. Some had endearing messages. For these we covered the "Darlings" or "I love you's" with white paper, and marked them "censored" in red.

The most valuable exhibits of the year were those of historical documents lent to us. One display included a document signed by George Washington and another signed by Abraham Lincoln. Both are heirlooms in the family of one of the high school pupils. Another reminder of long ago was a dress that was first worn in 1770, a pink brocade made for the wife of the Reverend Mr. Jonathan Stickney of Massachusetts. To think that it was older than our own country made it a rare privilege to touch it. You may be sure we handled it with care. The dress was lent to us by the art teacher, a descendant of the original owner.

The most spectacular exhibit came from the biology department. Someone had brought in a "hairworm", one of those long wrigglers that gave rise to the legend of horsechairs turning into snakes, which we so firmly believed in our childhood. We put him in a flat glass bowl and set it on the charging desk. One or two of the students changed the water every day, and our biologist sent over to the cafeteria for ice cubes to keep the bath at the required temperature.

Mildred Field · Elsie Windsor

## BOOK REVIEWING BY STUDENTS

At the Dorsey High School in Los Angeles, students from the upper division classes are selected or volunteer to review new books. They may choose their own titles. Sometimes the reviews run every period in the day, as when introducing Book Week. At other times we present a program every other period, alternating the periods for the different programs so that all classes may send representatives. The audiences are composed of committees of students selected from classes either by student vote or by the teacher. These student committees report the following day to their classes. From five to eight books are reviewed each period. Occasionally we introduce or conclude the program by humorous or dramatic readings. One of the most successful was the story *Horton hatches the egg*.

Annette Mackie

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## BOOKS FROM OVER SEAS

School libraries in Northern California have shared with children's rooms and some public libraries the exhibit of English books for war-time children which was left for circulation through Teachers Professional Library in Oakland by the recent British-American visitor, Mrs. Beatrice Warde, of London and New York.

These books include Tom-Thumb volumes of great beauty, illustrating the really enchanting color-printing that has been used in England to compensate for the smallness of paper that could be assigned to school books. Any of these books would be a collector's item. The group includes nursery rhyme volumes, interesting A B C books, and thumb-nail histories of English periods.

Other school libraries might secure the temporary display of these books through application to Teachers Professional Library, Oakland.

Elizabeth Syle Madison

## CREATIVE WRITING

The library in San Pedro High School sponsors a Creative Writing club. The club conducts an annual contest open to the student body, with the object of discovering and encouraging literary ability. Manuscripts are judged by writers of note or wide experience and awards are given for poetry, story, humor and essay writing.

Mabel Cory

## BOOK CLUB AT BANCROFT

In order to acquaint teachers and pupils with new books, the library club at the Bancroft Junior High School in Los Angeles meets once a month. This group is composed of one representative from each Social Living class, and also the school library assistants. Reports of library news and reviews of the books are given by the representatives to the various classes in the school.

Before the meeting, the new books are prepared for circulation and listed. Other library news, such as China Book Week, or the Victory Book Drive, is announced in a bulletin, and illustrated booklists are prepared for special occasions. The meetings are held in the library before school. New books are displayed, and the pupils examine them with the interests of their classmates in mind. The names of boys and girls are written down with the titles of books they might enjoy, on stamp collecting, pigeon raising, cartooning, and dozens of other objects. After ten minutes of browsing, the club members select the books with the original jackets which they wish to take to their classrooms. Lists and bulletins are posted and discussed. Newly rebound books in bright covers are as eagerly chosen as the new titles.

Reports from teachers as to the results of the club are most encouraging. Pupils in the hall frequently enquire, "When is the next book meeting?" or "I am not a representative. May I come?" The club has proved to be a delightful and effective way of introducing the new books.

Emma D. Menninger

## WILLIAM F. EWING MEMORIAL COLLECTION

The Oakland Teachers Association, through its special committee, has completed arrangements for the full use of the WILLIAM F. EWING MEMORIAL BOOK COLLECTION OF THE O. T. A.

Fifty books have already been purchased and are ready for circulation from the Teachers Professional Library. Two book clubs' publications will continue to arrive throughout the year, and additional material will be added.

All of these books are new, up-to-date titles, in very attractive editions. The original wrappers remain on the books, adding to their alluring appearance. Each book carries a bookplate designed especially for this collection, expressing symbolically Mr. Ewing's interests, and his spirit of fellowship. Into each book will be placed a Bookmark, to which has been added a brief account of Mr. Ewing's work and attitude.

In any school, when a faculty member is sick, and out of school, either in hospital or at home, the principal will either make contact with the person's close friend, asking that the person be called upon, or else the principal will undertake the visit himself. The person making the call is invited to take with him a volume or volumes from the WILLIAM F. EWING MEMORIAL COLLECTION, to leave with the patient, if he is in a mood to read. It was Mr. Ewing's custom to take books in this way during the many years when he called upon temporarily absent members of the Oakland teachers group.

The borrower, or patient, will keep the Bookmark, as a memento of some hours made pleasant through books. The books themselves the patient will return either to his visitor, or directly to the Teachers Library. Upon the return of the first group, other books may be borrowed.

Elizabeth Syle Madison

## YOU MEET SUCH INTERESTING PEOPLE

Leta Homel, who is a Wave on leave from the Balboa High School in San Francisco, is stationed at Livermore, California. Barbara Schick has been transferred from the Polytechnic High School to Everett Junior High School, taking the place of Elsa Neumann, now on leave of absence, and serving as librarian at the Navy Convalescent Hospital in Sun Valley, Idaho. Mary Foley has been transferred from the Galileo High School to Polytechnic.

Viva Drew, librarian of the local office of the O.W.I. was married on January 27 to Lieutenant David Hall. Winifred Seeley, on leave from Mission High School to serve as librarian at Camp Ord, was married March 26 to Mr. Alan Bishop.

An article by Elizabeth Neal, librarian of the Compton Junior College, entitled *An alphabetical system of filing occupational information* will appear in the May 1944 issue of *Occupation*.

Dr. Bernice Baxter, administrative assistant to the Superintendent of Schools is the author of *Teacher-pupil relationships*, published by Macmillan and *How to study California*, published by Harr Wagner in 1943. In collaboration with Dr. Rosalind Cassidy of Mills College, she has written *Group experience, the democratic way*, published by Harper.

The Stockton teacher-librarians from the elementary schools enjoyed an exchange of ideas at the March meeting. The April and May meetings were dinner meetings, at the homes of Myrtle Devereaux and Clara Bagley. The group is gaining new impetus as the result of the adoption of the 6-4-4 plan by the Board of Education. Many of the librarians are attending classes which prepare for the plan.

Laura Margaret Mellette was the radiant bride at a beautiful spring wedding April second. The ceremony took place at the home of Hope Potter on Sunset Drive in Redlands. The bridegroom was George Henry Ide, and the service was performed by Dr. Herbert Chandler Ide, pastor emeritus of the First Congregational Church. Mr. Ide, a geology graduate from the University of Wyoming, is a rancher and orange grower. After a honeymoon in the mountains, Mr. and Mrs. Ide will be at home on Sunset Drive in Redlands. Mrs. Ide will continue as librarian of the Redlands Junior High School.

Evelyn Houston was married during the Easter vacation to Mr. Warren Lincoln, who is connected with the Bendix Aviation Corporation in Los Angeles. Mrs. Lincoln expects to continue her work as librarian of the Lafayette Junior High School.

Edith Alicia Jones, reference librarian in the Library and Textbook Section in Los Angeles was married in St. Philip's Episcopal Church March 19 to Mr. Edward Francis Boyd. After a delightful trip to Mexico, Mr. and Mrs. Boyd went to Berkeley where they will make their home. Mr. Boyd is connected with the Federal Public Housing Authority in San Francisco.

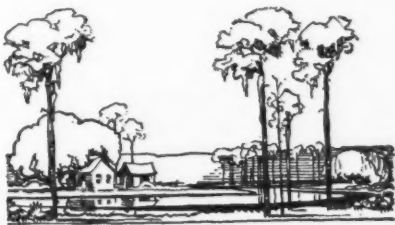
The Library and Textbook Section in Los Angeles welcomes Laurel Hjelte as reference librarian. Mrs. Hjelte is librarian of the McKinley High School in Honolulu for several years and was there at the time of the Pearl Harbor attack.

## Librarian's Soliloquy

ALICE G. ROULEAU

What can one do, when down a flue  
A bird will fly? "First Aid" will not apply;  
No catalogue directs me; the pigeon just inspects me;  
He winks his eye, perched there up high  
On damper's edge. I must allege  
My helplessness with birds. I'm in the lower thirds  
In knowledge, though in college,  
And librarian to boot.  
No cumulative indices, no coaxing words of "Pretty Please"!  
Poor dove, above!  
You shouldn't try for learning higher, nor should you evermore aspire  
To libraries, the source of all that's wise.  
It's better far to pay your fee when going on a learning spree  
And easier on the teachers. Keeps their features  
Calm and serene. Extracting bird life will demean  
Their dignity and poise. Besides the noise  
In library flues, these temperamental "rat-ta-coos"  
Break all the rules of "Quiet, please".  
So fly, dear bird, to your dove cote  
And leave me here with books of note,  
Safe in the stacks and far remote  
From feathered beasts; an anecdote  
To file away, for me to find some future day!

A pigeon flew down the chimney of the fireplace in the Visalia Junior College Library. As Natalie Lapike was on her knees looking up the chimney, the art teacher came in. A picture and this verse were the results of the situation.



## GOOD NEIGHBORS

*Continued from page 6*

public library, where pupils from other schools would also enjoy them. Posters for special occasions are often valuable projects for the art class, and useful and effective library publicity. Some classes have made drawings to decorate the children's room of their neighborhood public library. One class we know contemplates designing a permanent mural for its public library.

We are all apt to overlook the possibilities of working with the parent-teacher association. At least once a year it should be reminded of both libraries in a program calculated to stimulate home interest in fuller use of reading opportunities. Parents can be interested in reading from three angles: their own reading as adults, their reading as parents, their children's reading.

There can be fuller youth participation in library activities. Instead of idly carving initials on oak library tables, why not with school gardening credit take care of the library parkway? In these days of difficulty in getting and holding janitor help, smart librarians have their most unruly boys change the high light globes—and like it. They also change bulletin boards material with gusto—and a sense of belonging that they did not have before. One bulletin board, if available, might well be devoted to school news and signed personal recommendations of good books. This should be changed often, maintained by a different school class each semester, and kept lively. These brief personal book notes would be welcome in most school papers. A bulletin board or scrapbook of book jackets kept in the school library in a prominent place, would call attention to books available

in nearby public libraries, give library names and addresses and hours, and tell how to get a library card. Young people could change the material and return used material to the public librarian.

Do school reporters interview librarians often for news? Are good new books received in both libraries listed, with their own comments?

Elementary and junior high school children enjoy helping with the story hour at the public library, learning and telling a story under supervision of the children's librarian. Older pupils could be trained to supervise some activities of library clubs, relieving the busy librarian and preparing themselves for leadership later. And isn't leadership one of our great needs? Children enjoy repeating in the public library, for the pleasure of children from other schools, the play they have given at school.

These are but a few of many ways in which we pool our gifts, to the end that by all means we may foster the use and the love of good books. These stirring and difficult times are a continual challenge to our powers to adapt our activities to endlessly-changing conditions. How are we meeting the challenge? Our answer may help to decide the future in America of books and reading.

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The North Hollywood Junior High School has adopted a ward in the Birmingham General Hospital in Van Nuys. Pauline Clause reports that the Junior Red Cross has already sent 450 books to the men, 600 crossword puzzles, 475 games, as well as diet card holders, cushions and covers, lapboards, convalescent slippers and utility bags.

## The San Diego Librarians Council

Frances T. Neill

Point Loma High School, San Diego

The San Diego Librarians' Council was created and is sponsored by the Administrative Staff of our city schools. Staff participation in policy making, personnel selection and evaluation committees are proof of the democratic character of our educational system. The Librarians' Council provides an opportunity for librarians to share in planning and in making recommendations.

In the old days when we met unofficially to lunch together and to talk over our problems, we thought of many desirable improvements in our library equipment and procedures. We accomplished much less than we do now, because we had no one to interpret our needs to the powers that grant and deny. Last year through the effective co-operation of Dr. Barbour we were granted the clerical aid which we had sighed for through many long years.

This year we are asked to co-operate in keeping texts in action instead of allowing them to collect dust. A book pool is in the making so that any school which needs certain texts may be able to find some in use without ordering new ones. We are also pooling our experiences as to library books most satisfactory for backward readers.

The chairmanship rotates from year to year. The chairman, however, has no great responsibilities. We are an informal group and we often vary our routine by meeting at one of the libraries where we drink tea as we talk over professional matters. Some concrete proof that our activities have not ended in talk are the booklists on various subjects attractively printed and distributed in the schools and a booklet on the use of school libraries, suitable for both senior and junior high schools.

## France and Spain in the Library

Continued from page 10

### SPANISH HISTORICAL ALPHABET

- A Alhambra, alcázar, Alfonso XIII, Christ of Andes (S.A.), Albeniz
- B Simon Bolívar (S.A.), Boabdil, Basques
- C Chinchona (M), Carlos V, Chapultepec (Mex.), Cid, Corcovado (S.A.) Cuauhtemoc (M)
- D Don Quixote
- E Escorial
- F De Falla, flamenco, Francisco Franco
- G Goya, Granada, Granados, El Greco, gaucho (So. America)
- H Hidalgo (Mex), hénéquén (Mex.)
- I Blasco Ibañez. Inquisition, Iturbide (Mex.), Jose Iturbi, Iquazu Falls (S.A.) Ixtaccihuatl (Mex.)
- J Benito Juarez (Mex.), Jai alai (Mex.)
- L Agustín Lara, (Mex), Loyola
- M Maximilian (Mex.), Montserrat, Murillo, Machu Picchu
- O Orinoco (S.A.), José Orozco (Mex.) Bernardo O'Higgins (S.A.)
- P Portolá, Paraná (S.A.), las pampas (S.A.), Paracutin (Mex.), El Prado
- Q Quito (S.A.), Querétaro (Mex.)
- R Diego Rivera (Mex.) Juan Manual Rosas (S.A.)
- S San Sebastian, Sorolla
- T Tacna—Arica (S.A.), Toledo, Tenochtitlán (Mex.)
- U Urubamba (S.A.)
- V Villa-Lobos (S.A.)
- X Xochimilco (Mex.)
- Y Yerba Maté (So. Amer.), Yum Chac (Mex.)
- Z Zurbarán, Zuloaga, Zócalo (Mex.)

*Note—Those unmarked are Spanish. All others have countries designated in parenthesis after the name.*

## The Manzanar Library

*Continued from page 8*

quality than in the average town of this size. We are at last able to satisfy many more needs and requests with the new books that have come in. The books that have been most popular and in greatest demand are young people's fiction, "best sellers," and books dealing with current affairs, the Far East, post-war reconstruction, vocations, and racial minority problems in the United States. There is, of course, great demand for material on different parts of the United States by those who are considering relocation. The relocation pamphlet file in the high school library has been almost worn out, and the American Guide Series is serving a very important need in the main library. Material is also requested on housing conditions, rationing, price control and vocational opportunities in various American cities, for these are problems which people who are leaving for relocation must soon face.

The Manzanar Library on its second anniversary finds that it still has a very important part to play in the community life, and with better equipment and material, it is becoming more able to fulfill the needs of the community.

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The Professional Committee of the Southern Section has reprinted a folder entitled *Are You Interested?* This was published originally by the New York State Library Association, and will be useful in recruiting for the library profession. It states briefly the scope, salary, training requirements and opportunities in the profession, with a list of the library schools in California and a selected bibliography. For copies of the folder, write to Elizabeth Neal, Librarian Compton Junior College, Compton, California. Single copies 3 cents each; 5 or more, 1 cent each.

## For the Californiana Collection

*Trees, shrubs and flowers of the Redwood region*, by Willis L. Jepson, is an attractive pamphlet published by the Save-the-Redwoods League, 250 Administration Building, University of California, Berkeley. (10 cents). As a handy guide for identifying the flora of the entire coastal region of Central California, as well as the redwood region, this will fill a real need. Its price makes it available to anyone interested, and its size makes it suitable for carrying in a pocket or rucksack. It has excellent drawings as well as Professor Jepson's authoritative descriptions. A small section describes ferns.

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## The Place of the Librarian

*Continued from page 13*

students who can use one copy of a book in the allotted time and give advance notice concerning books to be reserved. With this cooperation, the library becomes, in reality, a laboratory for developing skill in the use of the library and of books.

On the other hand the teacher has a right to expect the librarian to know the objectives of the curriculum, to be informed of new publications and to assist in recommending materials on the topics in the curriculum. To supplement the exhibits and bulletin board notices of new books and other materials in the school library, the school librarian is expected to stimulate students to make use of the larger collection in the public library and draw upon other sources of information available in the community.

Understanding and cooperation are necessary for the realization of curriculum goals. This is best assured when all have some share, each in his own way, in the development of the curriculum. Through every step in the development of this social studies program the librarians have played an important part and must continue to do so if it is to function successfully in the schools.

## Afternoons in a Library

*Continued from page 4*

predicted. Each of us told the Librarian just exactly what he planned to do.

Does she remember any of those grandiloquent predictions now, I wonder? Does she even remember us, who were so sure of conquering destiny? High school generations are brief; there have been many since. But I can't help feeling that she, who did so much for us by her patience and understanding, must remember some of us. The boy who was going to write plays that would combine the wit of Shaw with the color and stagecraft of the Russian ballet—he, the last I heard, was driving a tank. The girl who couldn't decide whether to be another Duse or another Isadora Duncan is now no doubt worried at the extravagant phases her own daughters are going through. And the girl who wrote that quiet, exquisite poetry, that whispering from the secret places—the unruly lad who became a wild socialist one week after reading Shaw, a very worldly individualist the next on his first introduction to H. L. Mencken—the girl whose painting seemed to us so startling and advanced—all are gone now, without trace. I think, however, the Librarian must remember the other, the too brilliant boy who often stayed to talk to her when the rest of us had gone, since he was awkward and hesitant in our presence—what he told her in those other sessions belongs alone to her now, for he was a suicide, a victim, some said, of the depression. And so they have all gone, except in imperfect memory. The school has a new library now, one that is architecturally far grander, and no doubt the book collection has grown with the years. But I am glad to say that the Librarian is still there, and thus another generation is benefiting by the quiet wisdom and insight that helped us in our first awkward steps toward maturity.

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PASADENA, CALIFORNIA

A *Basic Collection for Elementary Grades*, published by the American Library Association in the spring of 1944 is invaluable as a checking list for all elementary and junior high school librarians. With the annotations and grade levels given, the list will interest parents who come to the school library or public library for suggestions for their children for Christmas or birthday gifts. The fiction and non-fiction lists contain the books obtainable about the nations of the world. This information is important to our children, whose fathers are fighting in distant lands. Our own country is well represented.

I was pleased to find several of Laura Ingalls Wilder's books listed. She is a great favorite in our school. After a child has discovered one of her books, there are frequent requests for "more books about Laura". Some of our sixth graders were much disturbed not long ago when they read that a certain Laura Ingalls was a Nazi agent. They were much relieved to know that was not "their Laura".

Some people claim that today's children are not interested in fairy tales, but I do not find that true. *Mary Poppins* continues to be one of their favorite characters. There are always some literal minded individuals who scorn the realm of fantasy but they are not numerous. Some titles that I consider important in purchasing are not mentioned here. *Tyll Ulenspiegel's Merry Pranks*, by Jagendorf, is very popular in our library, and also Pushkin's *Golden Cockerel*, by Elaine Pogany, illustrated by Willy Pogany. I have found Sally Benson's *Stories of the Gods and Heroes* popular, and a good forrunner to *Colum and Kingsley*. *The Ring of the Nibelung*, by Gertrude Henderson, is useful as an introduction to the stories of Wagner's operas. Any librarian will always find some of her favorites omitted—no matter how excellent the list! I heartily recommend this list for all elementary schools and children's rooms of the public library.

Dorothy Wilson Yates

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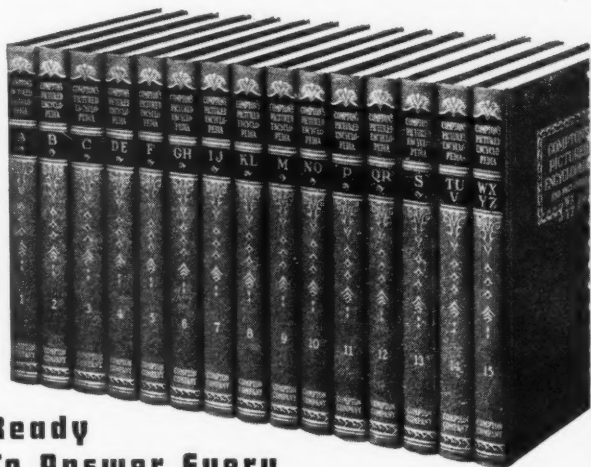
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